



**Oide**

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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leaving Certificate Applied (LCA)

## Subject Development Day





## Seminar Overview

<b>Session 1</b> 10:00 - 11:00	Welcome and Introductions Learning outcomes An Overview of the LCA Programme and addendum
<b>Tea/Coffee</b> 11:00 - 11:15	
<b>Session 2</b> 11:15 - 13:00	Subject specific content Activity and discussion
<b>Lunch</b> 13:00 - 14:00	
<b>Session 3</b> 14:00 - 15:30	Evaluations Subject area: Practical strategies for teaching, learning and assessment Plenary





# LCA Supports Provided by Oide

Subject Seminars

Task  
Seminars

Co-ordinator  
Seminars

Collaboratives

Co-ordinator  
Workshops

School  
support

Webinars





By the end of this seminar participants will have:

Become familiar with the curriculum and assessment procedures in LCA.

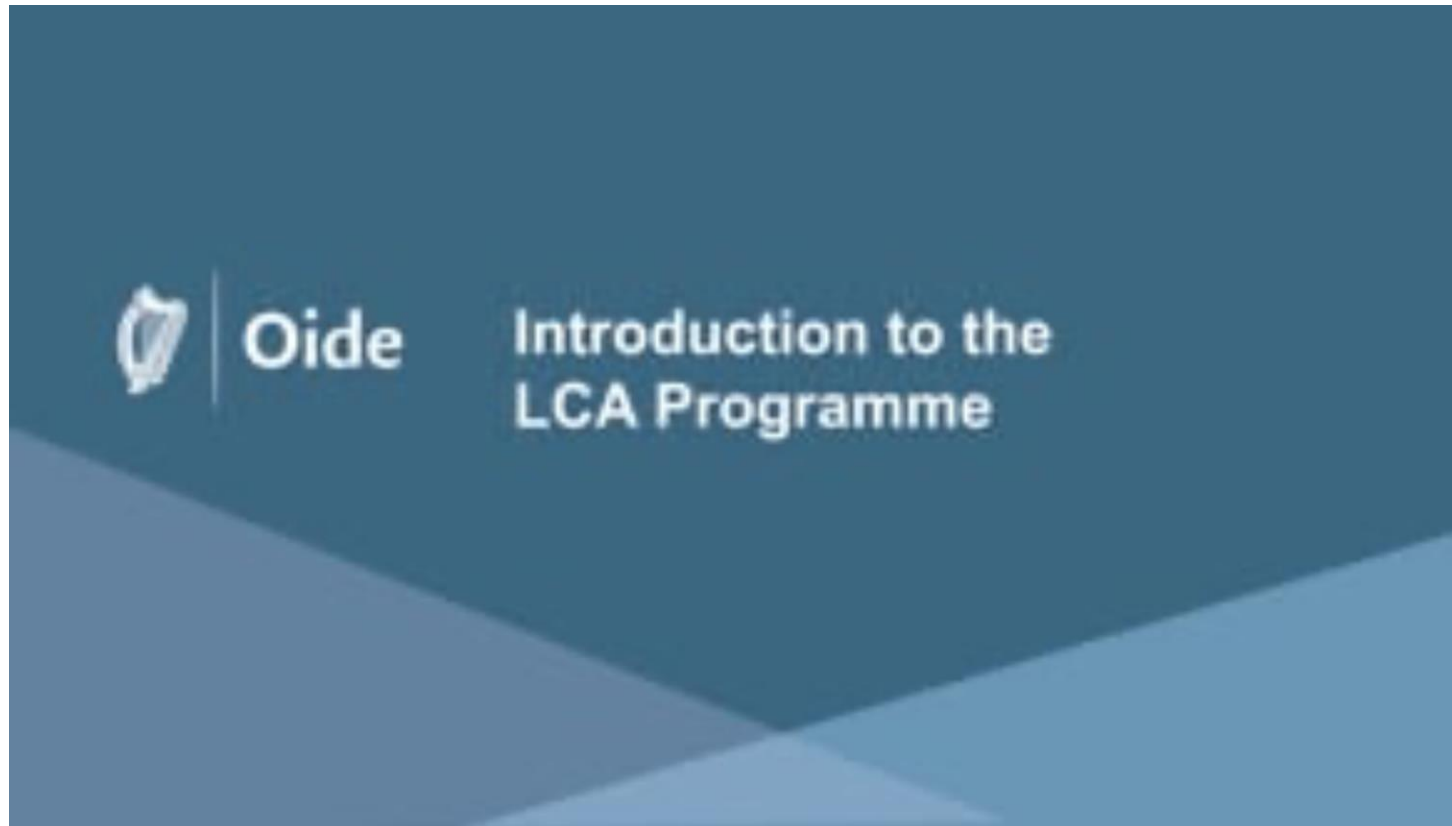
Explored the approaches to teaching, learning and assessment in LCA.

Become familiar with your subject specific module descriptor.





# Introduction to the LCA Programme







# Curriculum Framework

LCA Curriculum Framework & Credits Allocation

	Course (Subject)	LCA Year 1		LCA Year 2	
		Session 1 Sept-Jan	Session 2 Feb-June	Session 3 Sept-Jan	Session 4 Feb-June
Vocational Preparation	VOCATIONAL PREPARATION & GUIDANCE	2 Credits Module Choice Ongoing	2 Credits Enterprise Module Choice Ongoing	2 Credits Module Choice Ongoing	2 Credits Module Choice Guidance
	ENGLISH & COMMUNICATIONS +10 credit exam	1 Credit Personal & Social Communication	1 Credit Communication & The Digital World 10 Credits Vocational Preparation Task	1 Credit Communication & Media	1 Credit Express Yourself
	MATHEMATICAL APPLICATIONS +10 credit exam	1 Credit Mathematics & Planning	1 Credit Mathematics & The World Around Me	1 Credit Mathematics & Life Skills	1 Credit Mathematics & Work
Vocational Education	VOCATIONAL SPECIALISMS Choose 2 specialisms from 11 options One 10 credit exam per specialism	1 Credit Choice 1 Credit Choice 10 Credits Vocational Education Task	1 Credit Choice 1 Credit Choice 10 Credits Vocational Education Task	1 Credit Choice 1 Credit Choice 10 Credits Vocational Education Task	1 Credit Choice 1 Credit Choice 10 Credits Vocational Education Task
	INTRODUCTION TO ICT	Ongoing	2 Credits Intro to Computer & Word Processing	Ongoing	2 Credits Intro to Other Software & Apps
General Education	ARTS EDUCATION Drama, Dance, Visual Arts, Music	Ongoing	2 Credits Choice 10 Credits General Education Task	Ongoing	2 Credits Choice 10 Credits General Education Task
	LANGUAGES One 6 credit exam per language	1 Credit Choice	1 Credit Choice	1 Credit Choice	1 Credit Choice
	SOCIAL EDUCATION +10 credit exam	1 Credit My Community Ongoing	1 Credit Contemporary Issues 1 Social & Health Education 1	1 Credit Contemporary Issues 2 10 Credits Contemporary Issues Task	1 Credit Tackling Change 1 Credit Social & Health Education 2
	LEISURE & RECREATION Including PE	Ongoing	2 Credits Choice	Ongoing	2 Credits Choice
	ELECTIVES	2 Credits Choice	2 Credits Choice	2 Credits Choice	2 Credits Choice
		4 Credits Personal Reflection Task Part 1	6 Credits Personal Reflection Task Part 2		



**VOCATIONAL SPECIALISMS**  
The two vocational specialisms: Information Communication Technology (ICT) and Active Leisure Studies are follow-on courses and may only commence once the introductory courses: Introduction to ICT and Leisure & Recreation, have been completed.



**NCCA Addendum**  
LCA students may access Leaving Certificate Enriched (LCE) Mathematics and Studies Foreign Languages.  
More details: [curriculumonline.ie/Service-Cycle/LCA](https://curriculumonline.ie/Service-Cycle/LCA)



Framework Video

1 A module is of 30 hours duration

Vocational Education	MATHEMATICAL APPLICATIONS +10 credit exam	1 Credit Mathematics & Planning	1 Credit Mathematics & the World Around Me	1 Credit Mathematics & Life Skills	1 Credit Mathematics & Work
	VOCATIONAL SPECIALISMS Choose 2 specialisms from 11 options One 12 credit exam per specialism.	1 Credit Choice 1 Credit Choice	1 Credit Choice 1 Credit Choice	1 Credit Choice 1 Credit Choice	1 Credit Choice 1 Credit Choice
	INTRODUCTION TO ICT	Ongoing	2 Credits Intro to Computer & Word Processing	Ongoing	2 Credits Intro to Other Software & Apps
	ARTS EDUCATION	Ongoing	2 Credits Choice	Ongoing	2 Credits Choice
			10 Credits Vocational Education Task	10 Credits Vocational Education Task	





# LCA Programme Statement Addendum



*This addendum modifies and supplements the LCA Programme Statement to enable students following the LCA programme to access LCE Mathematics and/or a Modern Foreign Language.*



# Layout of Module Descriptors



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Rationale

Number and sequence of modules

Description of Modules

General Recommendations

Modules

Purpose

Prerequisites

Aims

Units

Learning Outcomes

Teacher Guidelines

Key Assignments

Office Administration  
and Customer Care



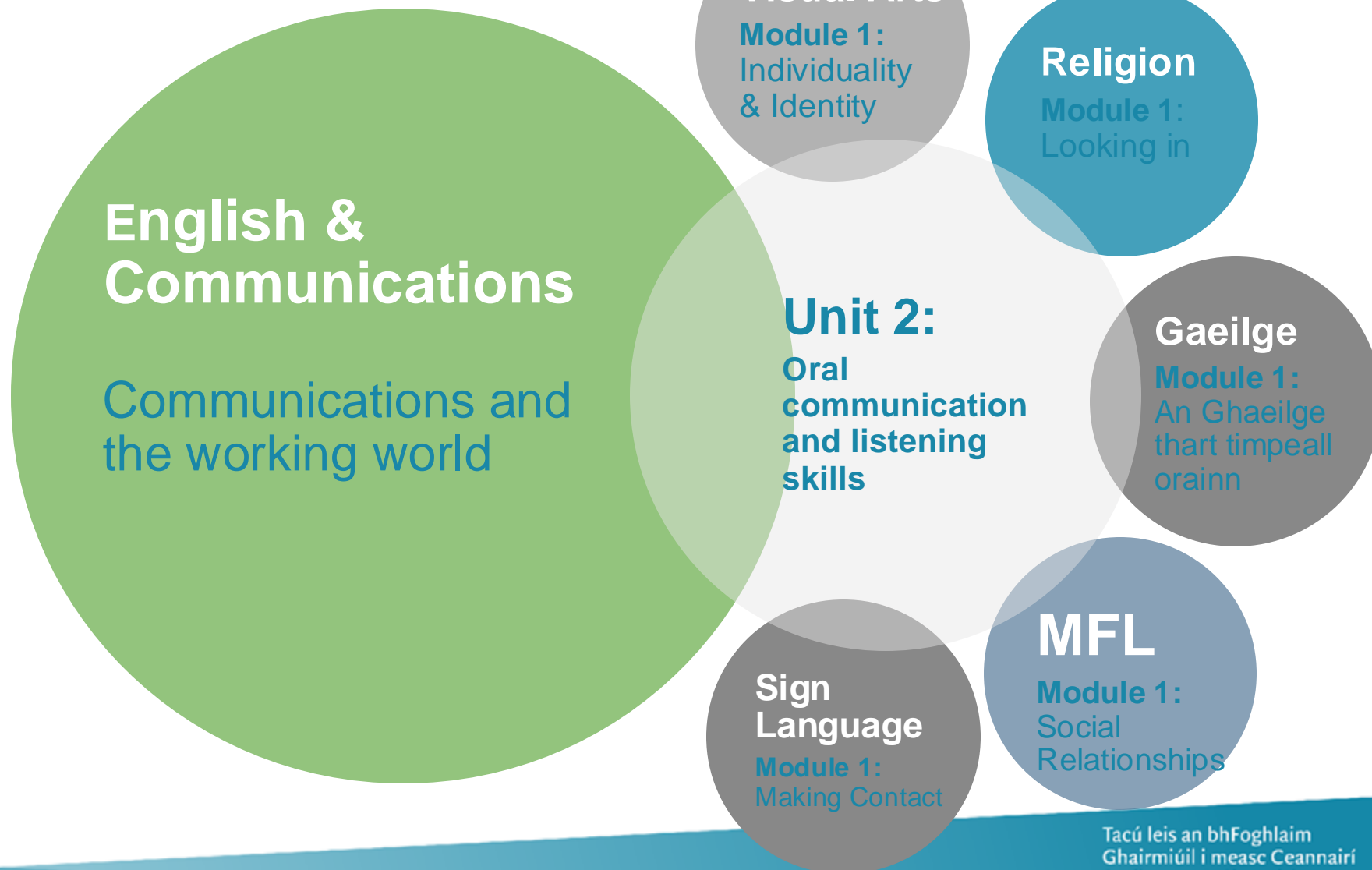
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# Transdisciplinary Nature of the LCA Course







## LCA Curriculum Framework

Vocational Preparation	<ul style="list-style-type: none"><li>• Vocational Preparation &amp; Guidance</li><li>• English &amp; Communications</li></ul>
Vocational Education	<ul style="list-style-type: none"><li>• Mathematical Applications</li><li>• Vocational Specialisms* (<i>Choose 2 from 11 options</i>)</li><li>• Introduction to Information Communication Technology</li></ul>
General Education	<ul style="list-style-type: none"><li>• Arts Education (<i>Dance, Drama, Music, Visual Arts</i>)</li><li>• Social Education</li><li>• Languages (<i>Gaeilge and French/Italian/German/Spanish</i>)</li><li>• Leisure &amp; Recreation (<i>including Physical Education</i>)</li></ul>
Elective courses	<ul style="list-style-type: none"><li>• Religious Education (for example)</li><li>• Science (for example)</li></ul>





## LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance

Evidence of completion of **key assignments** for each module

One credit per course module in which there is a final exam

Two credits per course module in which there is NO final exam

62  
credits

31%





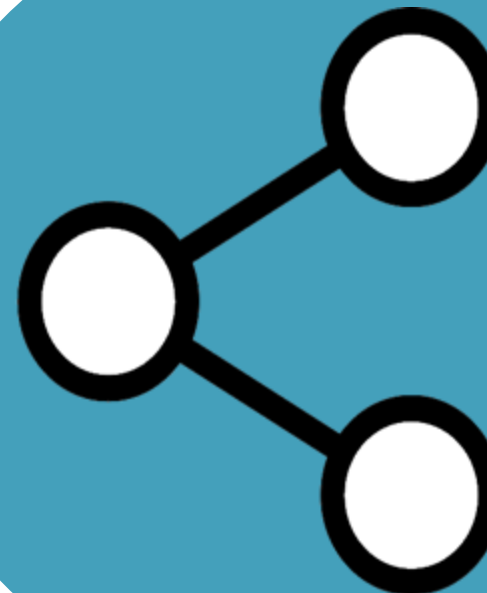
## What is a key assignment?



Think



Pair



Share





## What is a key assignment?





# Credit Records



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[illegible]

**It is essential to keep a record  
of attendance for EACH  
MODULE**





# LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance

Evidence of completion of **4 key assignments** for each module

One credit per course module in which there is a final exam

Two credits per course module in which there is NO final exam

62  
credits

31%

**7 Student tasks** @ 10 credits each

<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>

70  
credits

35%



# Summary of Tasks



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Task	Credit	%	Completed in session	Assessed
<b>1. General Education</b> <i>Originating in Arts Education, Leisure &amp; Rec., Language or Social Education</i>	10	5	1	Jan/Yr 1
<b>2. Vocational Preparation</b> <i>Originating in either Vocational Preparation &amp; Guidance or English &amp; Communication</i>	10	5	2	May/Yr 1
<b>3. Vocational Education - 1<sup>st</sup> specialism</b> <i>Originating in one Vocational Specialism</i>	10	5	2	May/Yr 1
<b>4. Vocational Education - 2<sup>nd</sup> specialism</b> <i>Originating in the second Vocational Specialism</i>	10	5	3	Jan/Yr 2
<b>5. Contemporary Issues</b> <i>Anchored in Social Education</i>	10	5	3	Jan/Yr 2
<b>6. Practical Achievement</b> <i>Generally out of school/centre</i>	10	5	3	Jan/Yr 2
<b>7. Personal Reflection</b> <i>Statement 1 from year one will be stored and returned to SEC when statement two is complete</i>	10	5	on-going	May/Yr 2



### LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance					62 credits	31%	
•Evidence of completion of <b>key assignments</b> for each module							
•One credit per course module in which there is a final exam							
•Two credits per course module in which there is NO final exam							
7 Student tasks @ 10 credits each					70 credits	35%	
Vocational Preparation		Vocational Education (x2)		General Education			
Contemporary Issue		Personal Reflection		Practical Achievement			
Final examinations					68 credits	34%	
English & Communication		Vocational Specialisms (x2)	Languages (x2)	Social Education			Mathematical Applications
12 credits		12 credits each	6 credits each	10 credits			10 credits
Total					200 credits	100%	



# Final Exams



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Area	Credits
<b>English &amp; Communication</b> Oral and written incorporating audio visual	12
<b>Vocational Specialisms (x2)</b> Practical and written – practical briefs issued in advance (see next slide for details)	12 each
<b>Languages (x2)</b> Oral and written incorporating aural	6 each
<b>Social Education</b> Written incorporating audio	10
<b>Mathematical Applications</b> Written – research topic (Q. 2. issued in advance)	10
Total	68





# LCA Certification

Awarded at three levels

## Pass

120 - 139 credits

60-69%

## Merit

140 - 169 credits

70-84%

## Distinction

170 - 200 credits

85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a  
**'Record of Experience'**





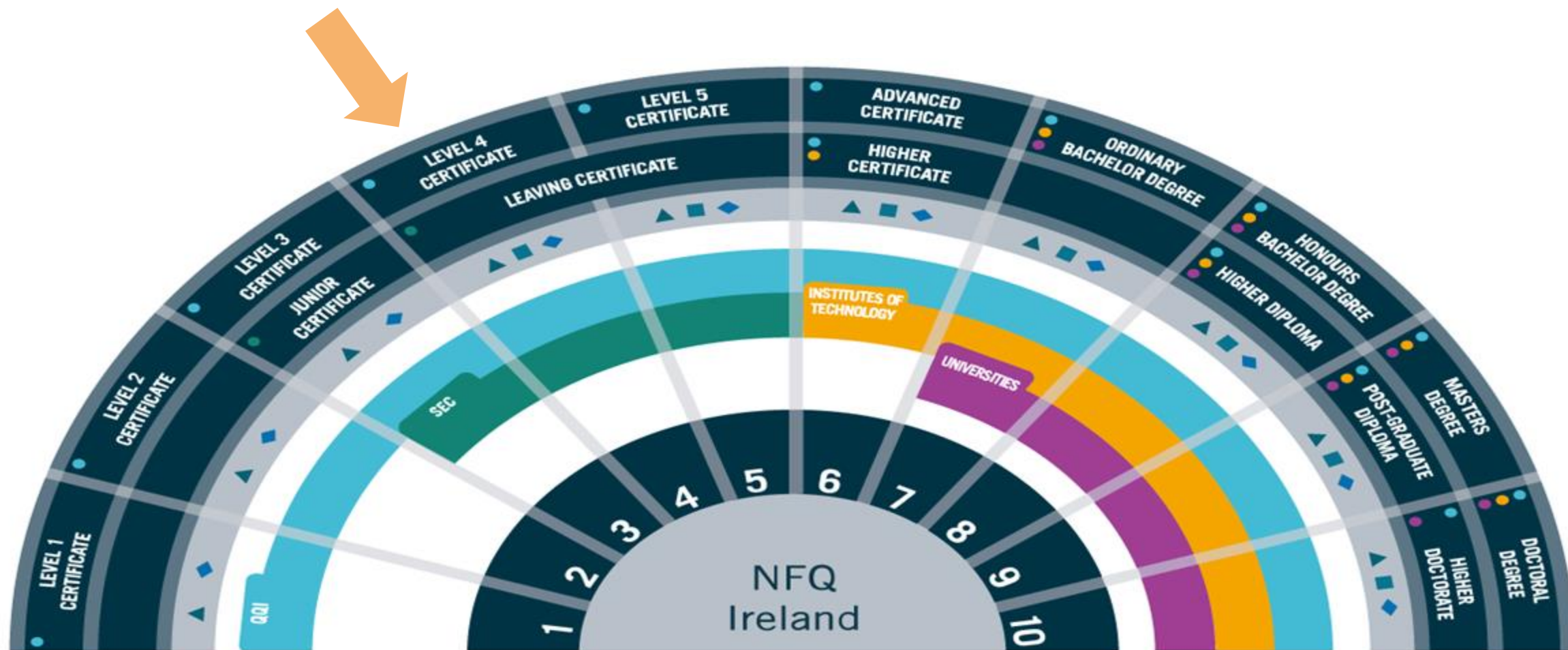
## LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance					62 credits	31%	
Evidence of completion of 4 key assignments for each module							
One credit per course module in which there is a final exam							
Two credits per course module in which there is NO final exam							
7 Student tasks @ 10 credits each					70 credits	35%	
Vocational Preparation		Vocational Education (x2)		General Education			
Contemporary Issue		Personal Reflection		Practical Achievement			
Final examinations					68 credits	34%	
English & Communication		Vocational Specialisms (x2)	Languages (x2)	Social Education			Mathematical Applications
12 credits		12 credits each	6 credits each	10 credits			10 credits
Total					200 credits	100%	





# National Framework of Qualifications (NFQ)

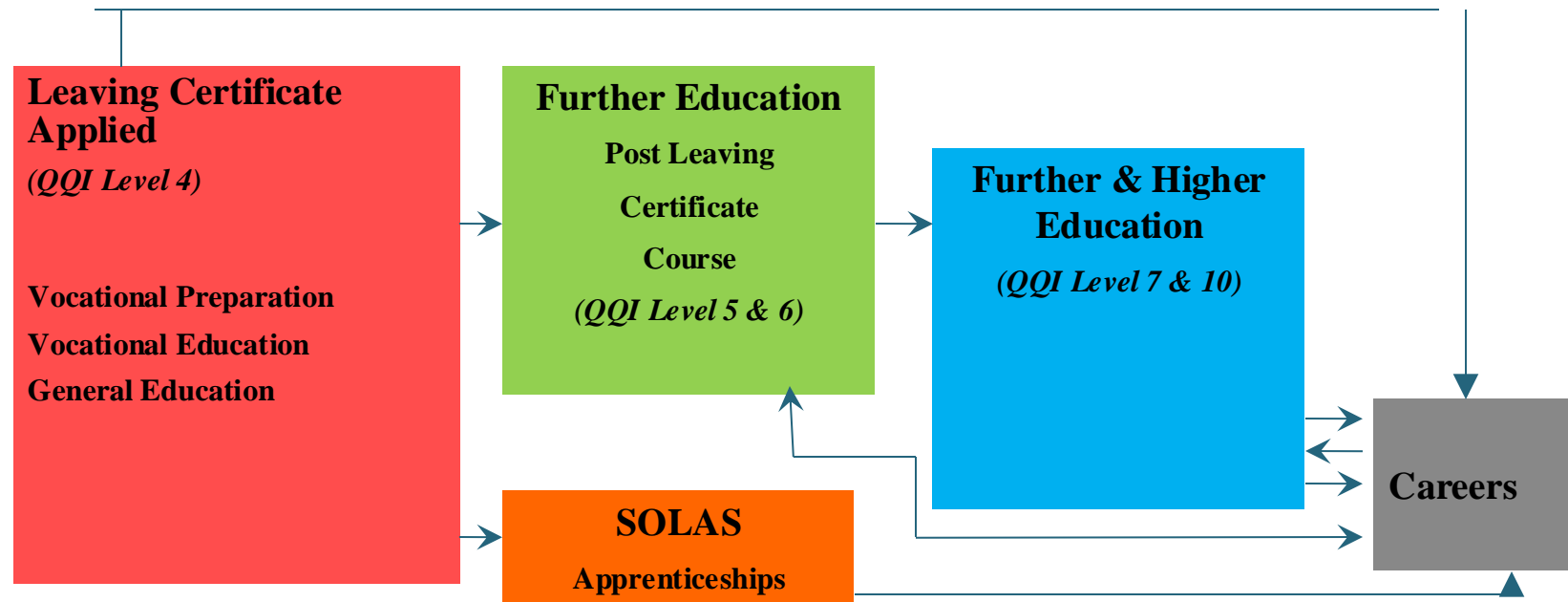






# Opening up New Options

## The Leaving Certificate Applied Route Map

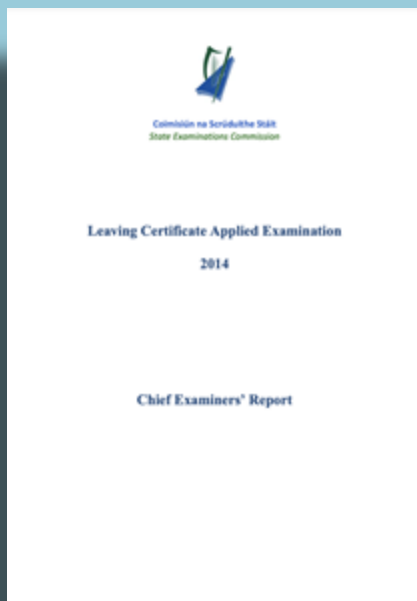






# Useful Links

## [Chief Examiners Report 2014](#)



## [LCA Teachers Handbook](#)



## [LCA Programme Statement](#)







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## End of Session 1

# 2024





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## Session 2

# 2024





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# Hotel, Catering & Tourism

A teacher's guide

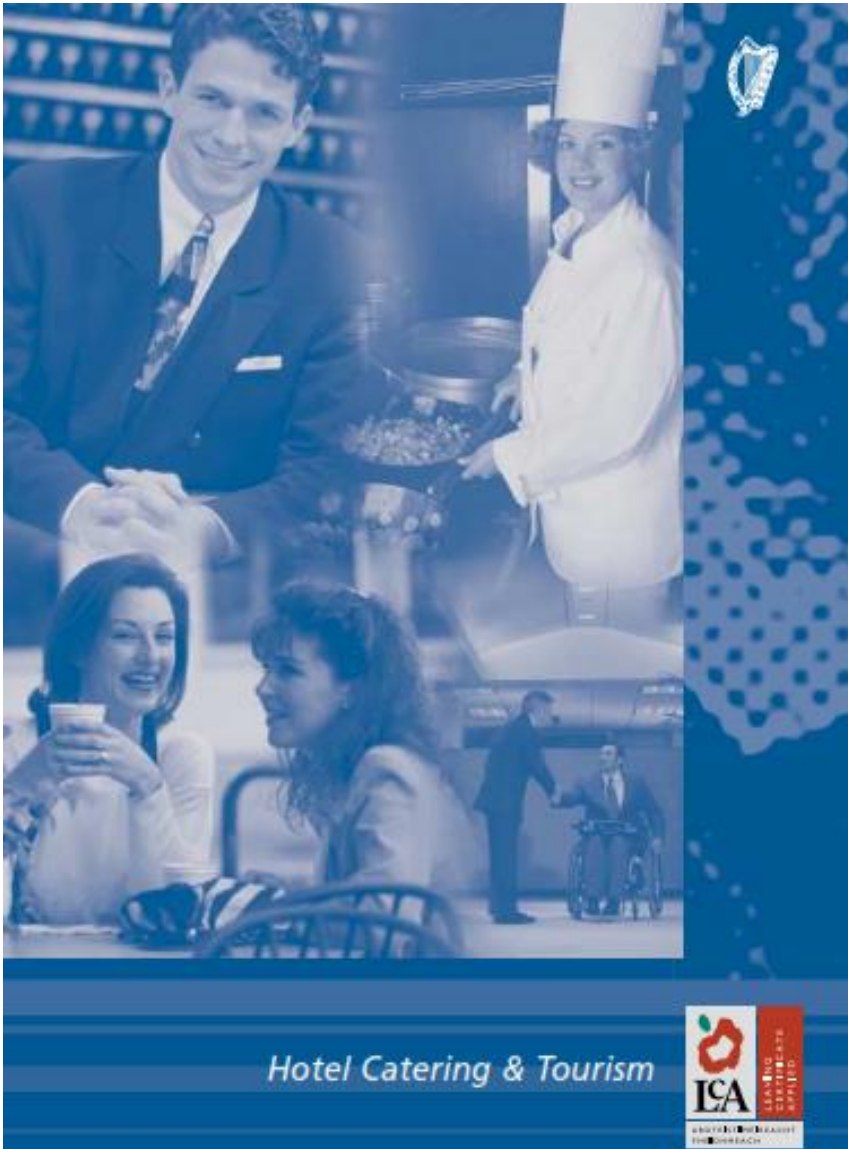




# Learning Outcomes

- Overview of Hotel, Catering & tourism
- Hotel, Catering and Tourism within LCA
- Overview of the two years
- Approaches to planning
- Approaches to teaching
- Assessment –Task & Practical Cookery Exam
- Resources and supports





☐ Modular descriptor

☐ Outline of course

☐ Suggested approaches

☐ Learning outcomes

☐ Resources

☐ Key Assignments

☐ [Modular Descriptor is available here.](#)

☐ [www.pdst.ie](http://www.pdst.ie)



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The hotel catering and tourism course reflects the overall philosophy of the Leaving Certificate Applied Programme by helping students develop competencies of a broad personal and vocational nature. Emphasis is placed on social inclusion, teamwork, quality consciousness, interpersonal skills, creativity and dexterity.

Progression opportunities for interested students to the Hotel Catering and Tourism industry are available through a number of routes e.g. Post-Leaving Certificate Courses, CERT Basic Skills, full-time training programmes or directly into local employment opportunities.

(Taken from modular descriptor for subject)





# Keywords

## Generic terms from LCA

## What

Module		Section of course
Key assignment		Small project/varies in size
Task-		Larger project
Credits		Marks awarded
Session 1 -4		Time frame over two years





# Module

There are **four modules**:

Module 1: Eating Out – The Fast Food Way

Module 2: Eating Out – Hotels, Restaurants and Institutions

**Year  
one**

Module 3: Irish Hospitality

Module 4: Catering for Diversity

**Year  
two**



# Sequence of Modules

## Module 1: Eating Out – The Fast Food Way

*It is recommended that Module 1 should be completed in session 1, but modules can be selected and completed in any order.*





## KEY ASSIGNMENTS

MODULE 1: EATING OUT: THE FAST FOOD WAY

### CHECKLIST

- I identified and described the range of fast food outlets in my area.
- I explored one fast food operation in detail and presented the findings to my class.
- As part of a team I was actively involved in planning, developing and running a mini fast food operation for four or more people.
- Using a diary/log I reflected on the fast food industry at the beginning of this module, during this module and when I had completed it.

☐  
☐  
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## KEY ASSIGNMENTS

MODULE 2: HOSPITALITY IN TOURISM

### CHECKLIST

- I have identified on a map of Ireland the main local and national attractions and described these.
- I have planned, participated in a tourist trail and presented my findings or recorded my experience.
- As an individual assignment I surveyed students' experiences as tourists.
- I participated in a group assignment to design a tourist brochure or an accommodation guide for visitors to Ireland using I.C.T.
- Or
- I participated in a group assignment to produce and present a promotional video tape/slide presentation or original photographic/art display of some aspects of the local area.

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## KEY ASSIGNMENTS

MODULE 3: EATING OUT: HOTELS, RESTAURANTS AND INSTITUTIONS

### CHECKLIST

- I have completed an assignment comparing catering in a restaurant or hotel with an institutional catering outlet according to set criteria.
- Using I.C.T. I have presented a menu and taken an order for a 3 course meal. I have written up the docket for the kitchen.
- I have participated in a team assignment organising a simple 3 course lunch for 4 people or a special catering event of our choice following a set procedure.
- I have identified, located and recorded the safety equipment present in the food preparation and service area.

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☐

## KEY ASSIGNMENTS

MODULE 4: CATERING FOR DIVERSITY

### CHECKLIST

- I participated in preparing, cooking and serving menu ideas for an ethnic meal according to given guidelines.
- I participated in preparing cooking and serving menu ideas for special diets according to given guidelines.
- I have researched the local restaurants to find out:  
how many menus offer vegetarian options – the type and range of dishes offered and the method of presentation and I presented my findings.
- Or
- attitudes towards people with special dietary needs using their facilities and services and I presented my findings.
- I hosted a simple 3 course catering event with an ethnic theme for a group of 4 or more people.

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☐  
  
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☐

- ☐ Short assignments
- ☐ Vary in length
- ☐ Student's ability
- ☐ One credit (specialism)
- ☐ Two credits (elective)
- ☐ 90 % attendance





# Successful LCA Teachers.....

- Need to reinforce learning
- Need to break down tasks
- Need to make learning relevant
- Visual learning tools - instructions-powerpoints practical lessons
- Need to help students organise notes & work
- Repeat instructions to scaffold skills - scone/pizza/pastry
- Give step by step instructions (one at a time)
- Explain why new skills are useful
- Accommodate visual /auditory/tactile/learning styles
- Store KA's on computer or in a folder
- Link to other subjects



# Where to start

*Assess the student's literacy and numeracy skills*

## **How ?**

Get the students to write a list of dishes they would like to cook

## **Why do this first?**

- Penmanship
- Literacy levels
- Spelling & Vocabulary
- Numeracy- list /sequence /order
- Ultimately- Differentiation within the class



# Suggested approach

Look at key assignments

Work from simple to complex

Build on Knowledge, Skills, Competence, Confidence.

**Knowledge** - new vocabulary, concepts

**Skills** - organisational, I.T., Practical cookery skills,

**Competence** - feeling of success

**Confidence** - within school



# Award of credits

## ☐ At the end of each session a credit is awarded by teacher:

- 90% attendance
- Have all 4 key assignments done for subject

## ☐ Credits are awarded by SEC Examiner

Task – Session two or three

Task interview- May of Session two or February of Session three

## Assessment of learning

Record that students have completed  
work/skills/report/activity

## Assessment for learning-

Concrete progress report for students- see how they are doing/are they achieving





- MODULE 1
- Key assignment
- Practical work
- Written work

Session 1  
(Sept/Feb)

- MODULE 2
- Key assignments
- Practical work
- Written work
- \* **Task and Task interview**

Session 2  
(Feb/May)

**YR 1**

**YR 2**

Session 4  
(Feb/May)

- MODULE 4
- Key assignment
- Written work
- Exams-practical/written

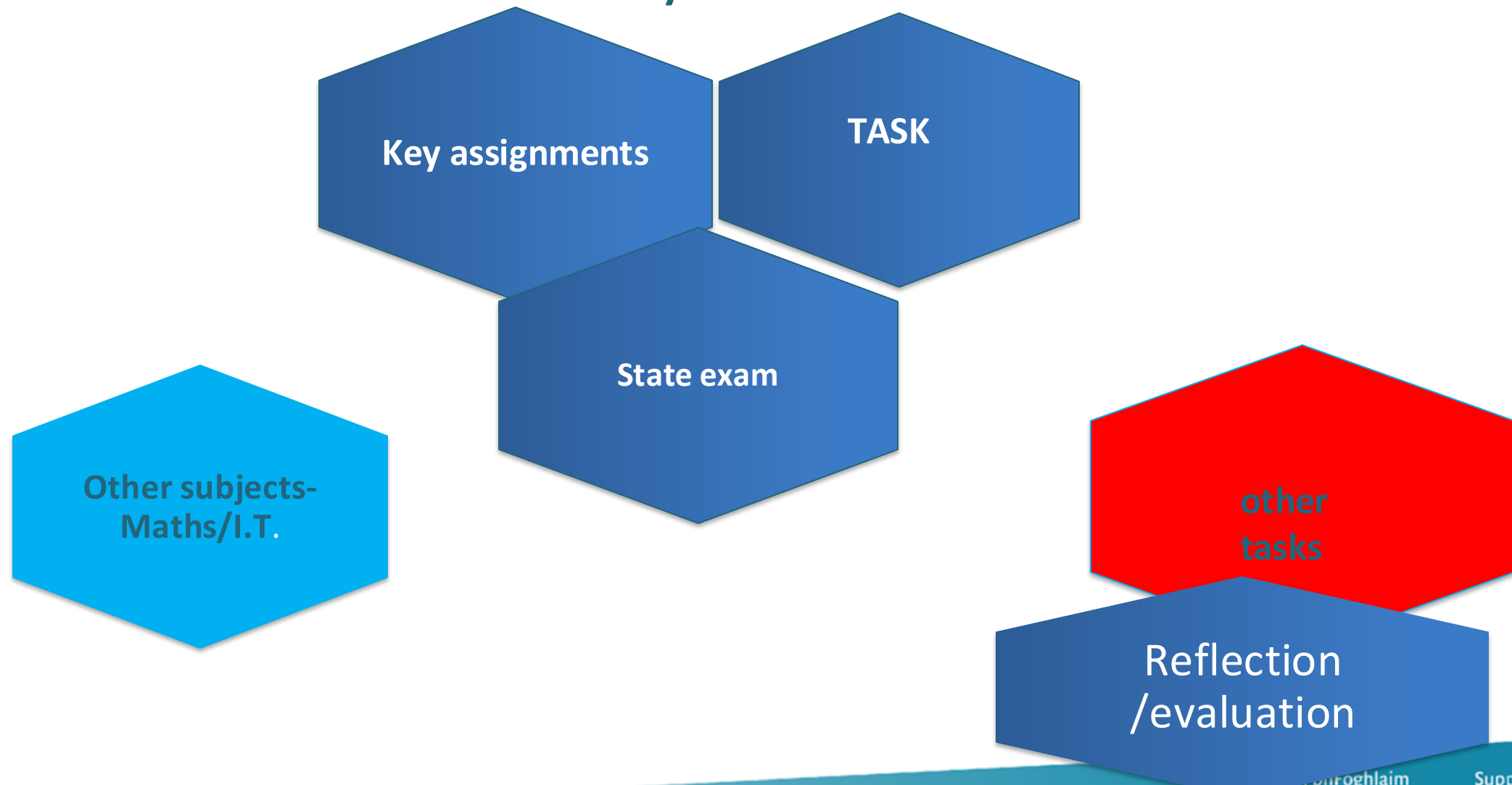
Session 3  
(Sept/Feb)

- MODULE 3
- Key assignments
- Practical work
- Written work
- \* **Task and Task interview**





## Hotel catering and tourism Key areas to consider





# Eating Out: The Fast Food Way

## Units in Module 1

Unit 1: Finding out

Unit 2: Stimulating fast food operations

Unit 3: Reviewing and Evaluating





## KEY ASSIGNMENTS

MODULE 1: EATING OUT: THE FAST FOOD WAY

### CHECKLIST

I identified and described the range of fast food outlets in my area

☐

I explored one fast food operation in detail and presented the findings to my class

☐

As part of a team I was actively involved in planning, developing and running a mini fast food operation for four or more people

☐

Using a diary/log I reflected on the fast food industry: at the beginning of this module; during this module and when I had completed it.

☐



## Module 1: Eating Out – The Fast Food Way





Session 1	Module one- Eating out the fast food way			
Triple class Single class	List of fast food outlets Coffee shop Deli Pub Grub Chipper/take away	Research a fast food outlet	Fast food experience	Reflection work
Literacy	Key words	Survey, Writing skills	Planning Brainstorming	Writing skills punctuation
Numeracy	Classify	Layout document, files	Costing	Classifying
Differentiation	Group work	Group work/ number of questions	Assign jobs according to strengths	Amount of detail in reflection Frame approach
I.T	Typing skills/Word	Computer- Word, docs, folders, files	Labels files folders	Create a report
Taxonomy	1.knowledge	4.Analysis	3. Application	6. Evaluate
Practical skills	Map reading Recipes from each outlet Motor skills**	Recipes from each outlet/** Hygiene safety Intercommunication	Recipes from each outlet/** Coffee afternoon Apple tart sale Sandwich sale	Evaluate food Writing skills
Intelligences	Mathematical Hotel catering & tourism	Interpersonal Bismy/Annette Griffin	linguistic Iacú leis an bhFoghlaim Ghairmiúil i measc Ceannaird Scoile agus Múinteoirí	Supporting the Professional Learning of School Leaders and Teachers



# Eating Out: Hotels, Restaurants & Institutions

## Units in Module 2

Unit 1: Finding Out

Unit 2: Getting Started

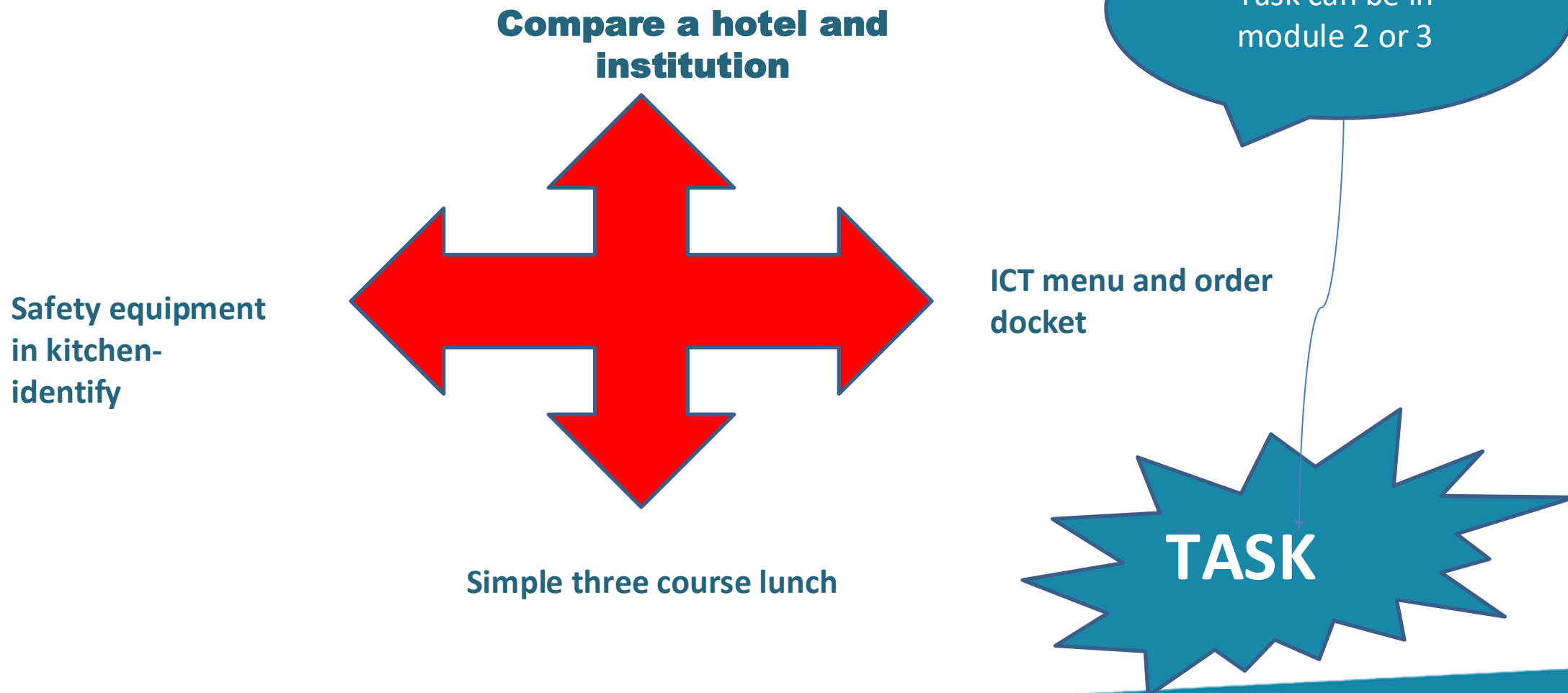
Unit 3: The Meal Events

Unit 4: Reviewing and Evaluating





## Module Two: EATING OUT: HOTELS, RESTAURANTS AND INSTITUTIONS





Session 2	Module two- Hotels restaurants and institutions			
Triple class Single class	Compare a hotel and institution	ICT menu and order docket	Simple three course lunch	Safety equipment in kitchen- identify
MAY-ASSESS.	TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****TASK*****			
Literacy	Written/keywords	Written/keywords	Written/plan/brainstorm	Written/key words
Numeracy	Set of criteria	Addition/layout	Shop/ budget/ time sequence	Order/system/
Differentiation	Required detail Group work	Detail required can vary. I.T	Skills/competence Level/ Assign jobs	Writing frame/key words/
I.T	Document	Insert table/Word	Signs, labels,lists	Diagrams
Taxonomy	Analysis/knowledge	Synthesis-Create	Application	Evaluation/knowledge
Practical skills	Hotel visit Create a report	Create a menu Create a docket	Plan design carry out evaluate Cook meal	Create a safety statement- work Experience link
Intelligences	Interpersonal	Linguistic/visual/	Body/kinaesthetic/ Interpersonal/visual	Visual/



TaTTask Service-	Compare a hotel and institution	ICT menu and order docket	Simple three course lunch	Safety equipment in kitchen- identify
Research Plan/ brainstorm	Visit a hotel	Research what goes on a docket/menu	Try out different courses	Review all safety equipment
Group aims	Restaurant	theme	3 course	Hygiene safe
Individual aims	Assign students jobs based on skills, competence-research shop, plan, cook, prepare, serve clean up,			
Make a plan	Type up plans, keep a log, show evidence of planning, research			
Carry out the plan	Each student is given different jobs to do and carry out on the day.			
Evidence of the task	Pictures, lists, receipts, comment cards,			
Safety factors	Hygiene and safety factors researched/carried out/evaluated			
Subject links	Maths- cost/calculation/estimation/ Time/sequence		I.T. documents menus report research	
Evaluation	Students will review their aims and conclude with learning points modifications,			
Practical skills	Written exam material	Key assign	Task	Reflection





# Irish Hospitality

## Units in Module 3:

Unit 1: Getting Places – within Ireland

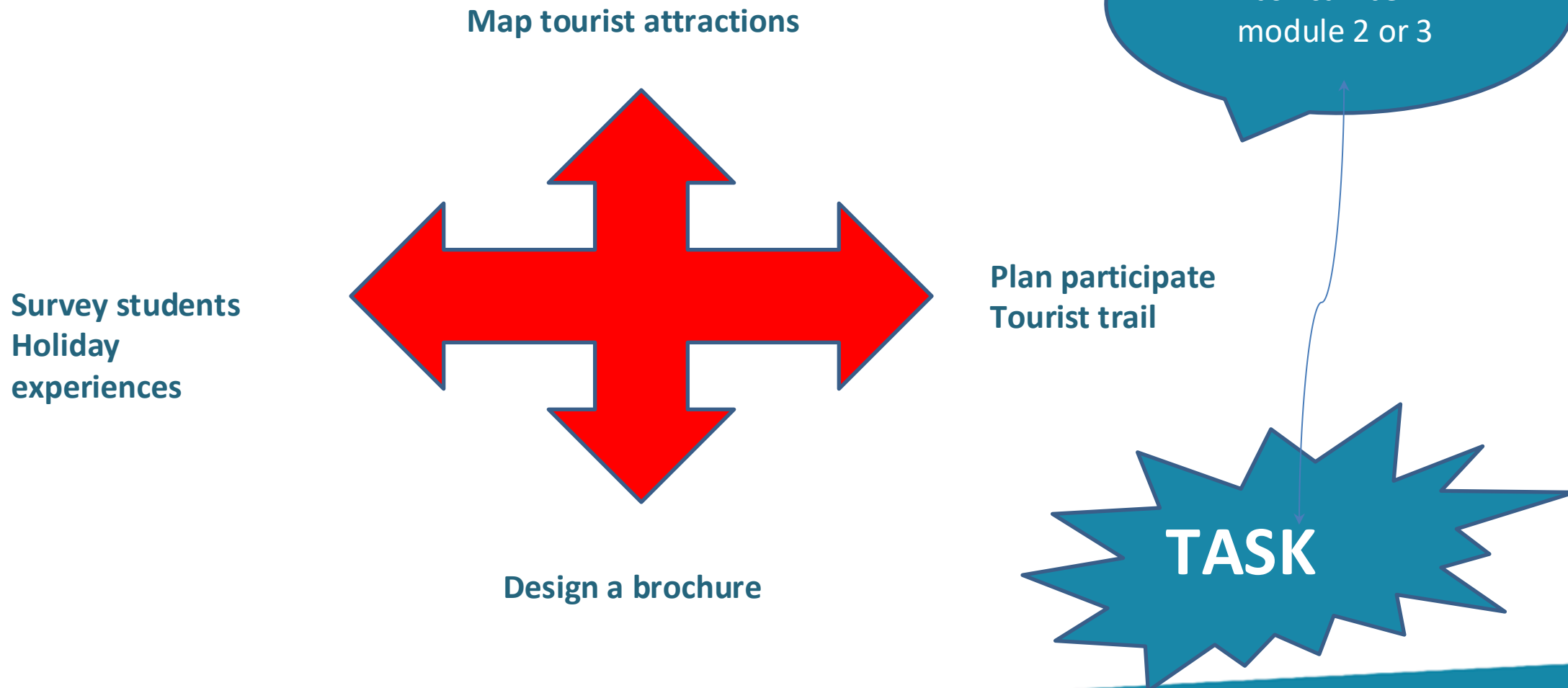
Unit 2: Tourism Trails

Unit 3: Tourist Services





## Module Three - Hospitality in Tourism





Session 3	Module Three-Hospitality in Tourism			
Triple class Single class Single class(5)	Map tourist attractions	Plan participate Tourist trail	Design a brochure	Survey students Holiday experiences
Practical	Traditional Irish foods	Breakfasts	Food souvenirs	Mock exam
Literacy	Written	Written	New vocabulary	Written verbal
Numeracy	Maps regions classification	Diagrams sequence Time distance cost	Different formats	Layout Sequence research
Differentiation	Level of detail	Level of detail	Level of detail/creativity	Number of question
I.T	Create a PowerPoint/ Research-internet	Use google maps	Use <i>Word/Publisher Apps</i>	Create form <i>Excel</i>
Taxonomy	Knowledge	Synthesis	Application	Evaluate Analysis
Practical skills	Computer skills Research skills Food souvenirs	Visit different attractions Planning	Planning research Making creativity	Pair and share Oral literacy
Intelligences	Visual linguistic	Mathematic visual linguistic	Visual/mathematic	interpersonal



# Catering For Diversity

## Units in Module 4

Unit 1: Ethnic Options

Unit 2: Special Diets





## Module 4: Catering for Diversity





Session 4	Module Four- Catering for Diversity			
Triple class Single class Single class(5)	Prep/cook/serve Ethnic meals	Prep/cook/serve special diets	3 course catering event-ethnic theme	Research restaurants- vegetarian/special diets
Practical	Design brief approach for practical cookery assignments in preparation for end of year cookery examination. (May)			
Literacy	Verbal written	Verbal written	Written	Written
Numeracy	Time sequence	Time sequence	Time sequence Cost prices	Sequence order
Differentiation	Skills level	Skill level	Skill level	Skill level
I.T	Menu making web research	Menu making	<i>Menu. Research skills</i>	<i>Create a document</i>
Taxonomy	Knowledge Application	Knowledge Application	Knowledge Application	Knowledge Application
Practical skills	Italian chinese Indian mexican	Low fat/vegetarian coeliac	Meals =students =small group	Group project Local area
Intelligences	Linguistic kinaesthetic spatial	Linguistic kinaesthetic spatial	Linguistic kinaesthetic spatial	Interpersonal Visual mathematic





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## End of Session 2

## 2024







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## Session 3

# 2024





## RESOURCES

### REFERENCE BOOKS

*Selection of Ethnic Cookery Books* – a wide range available from all book stores

*A World of Cooking* Ameris

*Which Way to Healthier Diet* Consumer Guides

*The Classic Vegetarian Cookery Book* – by Rose Elliot

*The Times Book of Vegetarian Cookery* – by Frances Bissell

*Healthy Living Cook Book* – by Sarah Brown

*Interculture Learning in the Classroom* – a Guide for Post Primary Teachers Interculture, 10A Lower Camden Street, Dublin 2

### LEAFLETS/VIDEOS/DEMONSTRATIONS

Sharwood's, 14 Leeson Park, Dublin 6

Food Safety Authority of Ireland Abbey Court,  
Lower Abbey St., Dublin 1

### Unit 1: Getting Places within Ireland


#### LEARNING OUTCOMES

The student will be able to:


1. outline some of their own experiences of tourists or as tourists
2. draw up a questionnaire and conduct a survey of tourism experiences among peers, relatives or friends
3. show why people travel and the factors which govern their destination decisions
4. identify, map and describe the main local and national tourist attractions and their tourism links

#### TEACHER GUIDELINES

- ▶ When starting this section it is important to get an overview of the general areas being covered in this course to facilitate a holistic view of Hospitality.
- ▶ As social beings, we are acting and interacting with others all the time – thus our need for an awareness of public and private hospitality and its place in our lives.
- ▶ By its very nature tourism is an integrated area of knowledge and skills



**Hotel Catering & Tourism**







# Understanding the Modules

We are going to form **FOUR** groups.

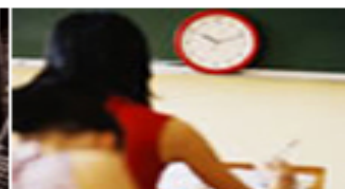


Using the module descriptor ([Modular Descriptor is available here](#)) each group will work on one of the modules.

*Please read the Learning Outcomes and Teacher Guidelines for your group's module and summarise onto a large page:*

1. Key concepts you will need to teach
2. Possible Task Ideas within this module
3. Dishes that could be cooked
4. Links to useful resources
5. Links to other subjects





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## GAEILGE

### Chief Examiners' Reports

Chief Examiners' Reports provide a review of the performance of candidates in the examinations and detailed analysis of the standards of answering. The reports are published in a selected number of subjects and programmes each year. You can access the reports by selecting from the lists below.



#### Chief Examiners' Reports 2014

##### LEAVING CERTIFICATE APPLIED

Leaving Certificate Applied



#### Chief Examiners' Reports 2013

##### LEAVING CERTIFICATE

English

Art

Chemistry

Physics

Biology

Religious Education

Economics

Construction Studies



#### Chief Examiners' Reports 2012

##### JUNIOR CERTIFICATE

Business Studies

Home Economics

##### LEAVING CERTIFICATE

Applied Maths

Central Programme









Leaving  
Certificate  
Applied



## Leaving Certificate Applied **TEACHER HANDBOOK**



*Post-Primary Resource*





# Final examination = 12 credits

## Written paper 50%

- One and half hours
- Four questions
- Choice within each module
- Answer book format

## Practical exam 50%

- Assignment briefs
- May cooking exam
- Written booklet
- Written evaluation
- Menu often needed
- Table setting often required
- Costing often required





# Coimisiún na Scrúduithe Stáit State Examinations Commission

2010. AP 9.1



Oide

*Leaving Certificate Applied 2010*

Total Mark

## Vocational Specialism Hotel, Catering and Tourism (200 marks)

Credit

**Friday, 11 June, 2010**  
**Afternoon, 2.00 – 3.30**

Answer four questions – one from each module.  
Eight questions on paper.



1. Cake Sales are popular ways of raising funds.

List a selection of baked items suitable for a Cake Sale.

Using **three** methods of cake making, prepare, bake and display **three** items from the selection you have listed.

Make an icing and pipe it or apply it creatively to **one** of the baked items.

Calculate the cost of making any **one** of the baked items and display the selling price of **each** item.

2015

2. Ethnic Cuisine has become popular in recent years in Ireland.

Plan and set out a Table d'Hôte menu based on the cuisine of a country of your choice.

Prepare and present a starter from the menu.

Prepare, cook and serve a main course and a dessert from the menu.

Lay a table to reflect the cuisine you have chosen.

2015

3. You have been asked to cater for a Graduation Party for a group of friends.

Plan and set out a buffet menu suitable for the party.

Prepare, cook and serve **three** food items from the menu you have planned.

Include at least **one** main course dish.

Lay a buffet table for the occasion.

2015





4. Take-away outlets provide a wide variety of foods.

List a selection of healthy dishes that can be bought in these outlets.

Prepare, cook and serve **three** dishes from the selection you have listed.

Include **one** savoury dish, **one** sweet dish and **one** other.

Package and present **one** portion of **each** dish you have cooked for take-away and attach the selling price to **each** portion.

2015

5. Catering establishments are required to cater for customers with special dietary needs. Name **one** special diet and outline its requirements.

Plan and set out a **three** course dinner menu, suitable for the special diet you have named.

Prepare and cook the main course from the menu.

Prepare, cook (where appropriate) and serve **two** other items from the menu you have planned.

Lay **one** place setting and using plate service, serve **one** portion of the main course you have prepared.

2015





6. You have been asked to provide a light meal using local produce, and with a 'Taste of Ireland' theme for a group of French exchange students.

List some food and beverage items suitable for the meal.

Prepare, cook and serve **three** food items, and **one** beverage from the list.

2015

7. You have been asked to cater for an 18<sup>th</sup> Birthday Party.

Plan and set out a suitable menu.

Prepare, cook and serve **one** main course dish from the menu.

Prepare, bake and serve an iced celebration cake **or** iced small cakes for the party.

Prepare and present a fruit smoothie.

Set and decorate the table for the celebration.

2015

8. World class athletes have long recognised the benefits of a diet which is high in protein and Omega 3 fatty acids.

Set out a suitable **two** course menu.

Prepare, cook and serve the main course, to include a portion of fresh fish.

Prepare, cook and serve a starter **or** a dessert from the menu.

Set the table for **two** people.

2015





- 10.** Various types of pastry can be used to make sweet and savoury dishes suitable for coffee shop menus.  
List some sweet pastry dishes and savoury pastry dishes which could be served in such an outlet.  
Using a variation of homemade short crust pastry, prepare, cook and serve **one** sweet dish and **one** savoury dish from the list.  
Prepare and serve a pot of tea **or** freshly ground coffee on a tray for **two** people.

2015





# Practical examination

- May - Session 4
- 2 hours exam time
- Preparation half hour with teacher
- Tasks vary – based on module themes
- Written preparation
- Evaluation to be completed at the end of examination







# Advice for HCT Written Paper

- \* Encourage students to read the full paper and choose their BEST four questions and IF time allows they can choose to do extra.
- \* Students should list their answers in points so they are aware how many different points they have made.
- \* Students need to know the definitions for cooking ie baking, frying etc.
- \* Students need to know the nutrients and the food groups.





# Advice for the written paper cont.....

- \* Students need to have knowledge of the different health conditions ie coeliac, low cholesterol / fat and different types of vegetarian diets and suggested menus of each.
- \* It helps to get the Career guidance teacher involved in HCT so that the students are aware of the careers in the hotel and tourism industry , the qualities and qualifications that are needed.
- \* It helps to have word banks in the classroom and kitchen ( poster form ) that fully explain key words used in exam questions ie explain , describe, recommend, suggest, methods, evaluate and plan.



# Final tips....

Year 2 can be very busy...

Remember 50% of final credits for practical examination



# Resources

<http://www.pdst.ie/node/2983>

[http://www.pdst.ie/sites/default/files/Hotel\\_Catering.pdf](http://www.pdst.ie/sites/default/files/Hotel_Catering.pdf)





Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Thank you for your attention!

## QUESTIONS?





**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# End of Session 3

## 2024



Thank  
you!





# Icon Legend (REFERENCE SLIDE)

Resource



Reflection



Prior Knowledge



Next step



Booklet activity



Contact us



Group work



Planning

